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## Stages Of Formation And Factors Affecting The Development Of The Educational Tourism Market

### Ta'lim Turizmi Bozorining Shakllanish Bosqichlari Va Rivojlanishiga Ta'sir Etuvchi Omillar

### Этапы Становления И Факторы, Влияющие На Развитие Рынка Образовательного Туризма

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**Abstract:** This article analyzes the formation, stages of development of international educational tourism, and its global economic and cultural significance. Viewing educational tourism as an integrated sector of traditional tourism and the modern education system, it highlights its role in the formation of human capital, expanding intercultural dialogue, and developing international cooperation. The article analyzes the historical development of educational tourism step by step, starting from ancient civilizations, through the tradition of the "Grand Tour", the era of the Industrial Revolution, the role of international organizations after World War II, and digital transformations in the 21st century. It also shows the impact of international student flows on the global economy based on statistical data, and highlights the fact that the future prospects of the industry are associated with digital technologies and the concepts of sustainable development.

**Keywords:** educational tourism, international education, global economy, innovation, human capital, digital technologies, artificial intelligence, sustainable development, virtual learning, "Grand Tour", science integration, cultural heritage, globalization, educational export, transnational education, online education.

**Annotatsiya:** Ushbu maqolada xalqaro ta'lim turizmining shakllanishi, rivojlanish bosqichlari va uning global miqyosdagi iqtisodiy va madaniy ahamiyati tahlil etilgan. Ta'lim turizmini an'anaviy turizm va zamonaviy ta'lim tizimining integratsiyalashgan sohasi sifatida ko'rib,



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uning inson kapitalini shakllantirish, madaniyatlararo muloqotni kengaytirish va xalqaro hamkorlikni rivojlantirishdagi roli yoritilgan. Maqolada qadimiylar sivilizatsiyalardan boshlab, "Grand Tour" an'anasi, sanoat inqilobi davri, Ikkinci jahon urushidan keyingi xalqaro tashkilotlar roli, va XXI asrdagi raqamli transformatsiyalar orqali ta'lim turizmining tarixiy taraqqiyoti bosqichma-bosqich tahlil qilingan. Shuningdek, statistik ma'lumotlar asosida xalqaro talabalar oqimining global iqtisodiyotga ta'siri ko'rsatilib, sohaning kelajak istiqbollari raqamli texnologiyalar va barqaror rivojlanish konsepsiylari bilan bog'liq ekanligi yoritilgan.

**Tayanch so'zlar:** ta'lim turizmi, xalqaro ta'lim, global iqtisodiyot, innovatsiya, inson kapitali, raqamli texnologiyalar, sun'iy intellekt, barqaror rivojlanish, virtual o'qitish, "Grand Tour", ilm-fan integratsiyasi, madaniy meros, globalizatsiya, ta'lim eksporti, transmilliy ta'lim, onlayn ta'lim.

**Аннотация:** В статье анализируются становление, этапы развития международного образовательного туризма, его экономическое и культурное значение в мировом масштабе. Рассматривая образовательный туризм как интегрированную отрасль традиционного туризма и современной системы образования, подчеркивается его роль в формировании человеческого капитала, расширении межкультурного диалога и развитии международного сотрудничества. В статье поэтапно анализируется историческое развитие образовательного туризма, начиная с древних цивилизаций, через традицию «Гранд-тура», эпоху промышленной революции, роль международных организаций после Второй мировой войны и цифровую трансформацию XXI века. В нем также на основе статистических данных показано влияние потока иностранных студентов на мировую экономику, а также подчеркивается, что будущие перспективы отрасли связаны с цифровыми технологиями и концепциями устойчивого развития.

**Ключевые слова:** образовательный туризм, международное образование, мировая экономика, инновации, человеческий капитал, цифровые технологии, искусственный интеллект, устойчивое развитие, виртуальное обучение, «Гранд-тур», интеграция науки, культурное наследие, глобализация, образовательный экспорт, транснациональное образование, онлайн-образование.

In recent years, international educational tourism has emerged as one of the most important and promising areas in the global tourism market and has entered a stage of rapid development. This area, by its nature and content, is becoming one of the important components not only of traditional tourism, but also of the modern educational system. The spheres of education and tourism are inextricably linked, and their integration has become an important factor in economic, social and cultural development in many countries.

Today, tourism is recognized as one of the largest and most dynamically developing economic sectors in the world. It is a large-scale form of international economic activity, significantly influencing the structure of the global economy, regional and national economic balance. In particular, through international educational tourism, countries are strengthening their economic potential and attracting many positive factors, such as high levels of foreign investment, foreign exchange earnings and knowledge exchange.

The tourism sector, in turn, has a stimulating and developing effect on other sectors - trade,



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transport, communications, agriculture, construction, hotel and restaurant management, as well as a wide range of service industries. In particular, the educational tourism sector provides positive transformation not only economically, but also socially and culturally, contributing to the formation of human capital, the development of innovative thinking, and the expansion of intercultural dialogue.

Today, the development of international educational tourism is directly related to increasing the competitiveness of countries in the global education market, deepening cooperation in the field of science and technology, as well as the development of academic mobility. Therefore, the development processes of educational tourism, its integration into economic sectors and its place in the global educational space are one of the current areas of scientific and practical research.

Currently, educational tourism has become one of the largest and most promising areas of the global economy. Attracting foreign students to a country is not only associated with economic interests, but also has significant importance in terms of popularizing national culture, encouraging foreign investment, and strengthening international cooperation.

Educational tourism is also recognized not only as a means of transferring knowledge and skills, but also as an important factor in cultural exchange, the formation of professional competencies and the development of international cooperation. Against the background of globalization processes, educational tourism serves to strengthen the atmosphere of mutual understanding, trust and respect between peoples. This is especially important in cooperation between Turkic countries, which have common historical roots, a common cultural heritage and linguistic proximity.

In the modern world, exchanges through educational programs not only ensure the preservation and promotion of cultural values, but also play an important role in scientific and research cooperation, the adoption of modern technologies, and the implementation of academic innovations. This process, in turn, creates an important basis for deepening regional integration and sustainable development.

Educational tourism is now recognized not only as a means of obtaining information, but also as a global phenomenon that strengthens science, culture, and social cooperation.

Educational tourism is a complex, gradually developing historical and economic process that has formed as an integral part of human development. Its roots go back to the era of ancient civilizations, in particular, to the scientific and travel activities carried out by ancient Greek philosophers, Roman lawyers, and medieval Eastern and Western scholars. During these periods, interest in education, the desire to acquire knowledge and share it with others, was formed as one of the main factors of intellectual development in society.

Over time, the tradition of traveling abroad in search of knowledge has strengthened, and the foundations of an international educational space have been created through professional development, academic exchange, and scientific research in different cultural environments. These processes, in turn, have laid the foundation for the formation of the modern concept of educational tourism, which today has a comprehensive and systematic direction.

Educational tourism is a relatively new but rapidly developing concept, which has been interpreted in the global scientific literature through various approaches and definitions. In particular, they are as follows:



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Foreign researcher B. Ritchie, in his work "Managing Educational Tourism", gives the following definition: "Educational tourism is the activity of sightseeing or overnight tourists whose primary or secondary purpose is education and training."<sup>1</sup> In other words, there is a certain segment where the main purpose of travel is education. The researcher includes school excursions, language schools and universities in this segment. For another segment, tourism is the main purpose, and education or training is a secondary purpose of travel. Here, the author includes ecological and cultural tourism, as well as educational tourism.

In most foreign scientific sources, it can be said that the activity approach plays a key role in describing the concept of educational tourism. The term "educational tourism" is derived from such types of tourism as "cultural tourism", "educational tourism", "cultural and excursion-cognitive tourism".<sup>2</sup>

In the article by A.R. Lebedev entitled "Educational tourism as an economic category", most definitions of the concept of educational tourism are criticized for having a one-sided approach, that is, they do not reflect the individual stages of production of a tourist service. In their opinion, educational tourism services include economic relations on a national and international scale, consisting of stages of production, distribution, exchange and consumption. This is called the economic approach to defining the concept of educational tourism.<sup>3</sup>

There is a lot of evidence confirming the long existence of this type of tourism: V.P.Titov and D.A.Denisova in their works consider the concept of educational tourism from a historical perspective. However, the reasons for attracting individual territories (objects, complexes) as tourist and information destinations are different.

For example, Solomin and Pogodina focus on the informational, ecological, social, aesthetic, and other values of the areas that students visit for educational purposes. Among the parameters of educational tourism resources, they highlight such characteristics as opportunities, sustainability, reliability, and availability.<sup>4</sup>

I.B. Zorin, V.A. Kvartalnov define educational tourism as a complex of tourist trips, a complex of excursions, a complex of tourist trips aimed at realizing the educational goals of tourists, satisfying their interest in an object and other needs for studying things and phenomena.<sup>5</sup> In turn, this is considered a needs-oriented approach to defining educational tourism.

In the scientific literature, the formation and development stages of educational tourism are considered as an evolutionary process from its historical roots to the modern era. This process can be analyzed chronologically, dividing it into the following periods:

<sup>1</sup> Пономарева Т.В. (2015) Образовательный туризм: сущность, цели и основные сегменты потребителей. Материалы IV Международной научной конференции «Проблемы современной экономики». Челябинск: Два комсомолца, 158 с. С.139-142.

<sup>2</sup> Лунин, Э.А. (2009) Совершенствование управления образовательным туризмом в РФ [Текст]: автореф. дис. на соиск.

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<sup>3</sup> Лебедев А.Р. (2012) Образовательный туризм как экономическая категория / Современная экономика: проблемы, тенденции, перспективы. №6.

<sup>4</sup> Соломин В.П., Погодина В.Л. (2007) Современное состояние и перспективы развития образовательного туризма в России // Известия Российского государственного педагогического университета им. А.И.Герцена. Санкт-Петербург, №8 (30), стр. 96-112

<sup>5</sup> Зорин И.В., Кварталнов В.А. (2003) Энциклопедия туризма: Справочник. –М.: Финансы и статистика, 2003,33-б.



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1. The period of antiquity and the Middle Ages - a period of scientific research and religious and educational travel by philosophers, jurists during the ancient Greek and Roman Empires, and by Muslim and Christian scholars in the Middle Ages. During this period, the tradition of traveling in search of knowledge began to take shape.

2. The "Grand Tour" period (17th–19th centuries) was a period when mainly European aristocrats and members of the wealthy class traveled to Western European countries to enrich their cultural and educational knowledge, and to get acquainted with art, language, and history. This stage is the first model of combining education and travel.

3. The Industrial Revolution and the Era of National Education Systems (19th and early 20th centuries) – With technological advancements and the development of transportation, educational opportunities expanded. Many countries began to form their own national education systems and the first mechanisms for accepting international students emerged.

The first forms of educational tourism date back to the most ancient periods of human history, in particular, to the era of ancient civilizations. At that time, science, philosophy and religious knowledge were central elements of social life and played an invaluable role in the development of human thought. As a result, students and teachers who sought knowledge traveled to different cities and countries in order to increase their enlightenment. These trips formed the foundation of today's educational tourism and occupy an important place in history as the first forms of knowledge exchange, deepening wisdom and cultural dialogue.

Ancient Greece is distinguished by its unique heritage in the field of education. The Academy, founded by Plato in the 5th century BC, served as the leading higher education institution not only in the European region at that time, but also in the entire ancient world. Deep scientific research was carried out here in the fields of philosophy, mathematics, literature, and natural sciences. The Lyceum school, founded by Aristotle, was also famous for its scientific activities and teaching methods, and played an important role in providing students with systematic knowledge and developing logical thinking.

The gathering of students from different regions around these higher education institutions, exchanging knowledge and engaging in cultural dialogue, is considered to be the first examples of educational tourism. In this way, the scientific and cultural heritage of ancient Greece laid the foundation not only for the educational systems of that time, but also for international educational mobility in subsequent centuries.

The 11th–13th centuries were a turning point in the history of European education, and it was during this period that the world-famous University of Bologna (1088), the University of Oxford (1096), and the Sorbonne in Paris (1257) were founded, as one of the first examples of the modern university system. These higher education institutions became intellectual centers not only in their own countries but also throughout the European continent, establishing a system of education for international students.

The academic freedom of universities, the special traditions of mentorship, and the introduction of the first formal diploma systems were of great historical importance in the formation and development of educational tourism. Through these institutions, scientific knowledge was systematically transmitted, and student communication and cultural exchange expanded.

However, during this period, educational tourism was not seen as a general public activity, but rather an elite activity, mainly reserved for the upper classes, namely the nobility, religious leaders,



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and children of the wealthy. Due to the long and dangerous journeys, high costs, and social restrictions, educational opportunities were not available to the majority, but to those with financial and social resources. Thus, educational tourism at that time developed only among a certain class of people and became an integral part of elite culture.

The 17th–19th centuries are recognized as a period in European history when educational and cultural travel reached its peak. It was during this period that the tradition of educational and cultural travel, known as the "Grand Tour," emerged and became one of the important historical stages of modern educational tourism. This phenomenon was actively supported mainly by the noble and wealthy families of England, France, Germany, and other major European countries, who sent their children on long-term trips in order to raise them as intellectually, culturally, and spiritually perfect adults.

The term "Grand Tour" is French for "great journey." These trips, which usually lasted two to four years, were aimed at broadening the knowledge and worldview of students, while visiting the most prestigious and cultural centers of the time. Their main goals were:

1. Acquaintance with historical and artistic monuments. Students had the opportunity to closely study the ancient architectural monuments of the Roman Empire, the great art of Florence, the Louvre Museum in Paris, the incomparable architecture of the Vatican and other cultural heritage sites. These trips served to increase their cultural level and form their historical and aesthetic taste;

2. Deep mastery of foreign languages. In particular, mastering French and Italian has become an integral part of the educational program, developing the language skills necessary to succeed as a diplomat and politician;

3. Cultural and moral education. For young noblemen, these trips provided an opportunity not only to acquire scientific knowledge, but also to develop moral maturity, independence, civilized behavior and etiquette. Thus, they mastered the high culture of their time to a high degree;

4. Building an international network. Future diplomats, politicians, and businessmen built their own social and professional networks during these trips. These networks served as the foundation for mutual cooperation and communication.

The trips mainly started in London and passed through Paris, Geneva, Milan, Venice, Rome, Naples, Vienna, Berlin. Sometimes other countries, such as Spain and Greece, were also added to the itinerary. During the trip, travelers participated in short-term training courses at prestigious universities and scientific institutions in these cities. Thus, the "Grand Tour" enriched the educational process not only theoretically, but also practically and aesthetically.

In short, through the tradition of the "Grand Tour" of the 17th–19th centuries, educational tourism was aimed at preparing individuals who were well-rounded, culturally advanced, and deeply aware of the demands of the times, rather than at obtaining academic degrees. This period constitutes an important historical page in strengthening the cultural, intellectual, and social foundations of educational tourism.

The period after World War II marked a new stage in the history of educational tourism. Education was recognized by the world community as a strategic factor in strengthening global development and peace. In particular, the activities of international organizations such as UNESCO (1945), OECD (1961), and the World Bank were of particular importance in this regard. Their global



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programs, recommendations, and financial support aimed at the field of education were an important factor in the formation and development of educational tourism.

Since the 1950s, international student exchange programs, state and private grants, and bilateral scientific and academic cooperation with foreign universities have developed rapidly. As a result, the UK, the USA, Canada, Australia, Germany, and other advanced countries have begun to occupy leading positions in the international education market. They have not only benefited economically by accepting thousands of foreign students every year, but also strengthened scientific and cultural exchange processes.

In the 1990s, the Erasmus program launched by the European Union took international academic mobility to a new level. This initiative served to form an effective system of cooperation between students, researchers and professors among European universities. At the same time, competition between universities intensified, and the need to improve the quality of education through international rankings, accreditation systems, and transnational educational platforms increased. Thus, educational tourism became a priority of state policy not only as a means of scientific exchange, but also as a means of "export of knowledge".

In the 21st century, the rapid development of digital technologies has fundamentally changed the concept of educational tourism. Online courses, distance learning programs, and hybrid learning systems have begun to offer new, flexible opportunities to international learners. Through global platforms such as Coursera, edX, Udemy, and FutureLearn, students have the opportunity to study at the world's most prestigious higher education institutions without geographical restrictions. This process has served to popularize and democratize education.

The COVID-19 pandemic in 2020 has had a significant impact on the development of educational tourism. Due to restrictions on international travel, many students have been forced to cancel their planned study programs. At the same time, the pandemic has accelerated the development of virtual education models, resulting in the widespread introduction of internationalized online diplomas, virtual exchange programs, distance learning internships, and compact learning modules.

Today, educational tourism has become more individualized, flexible, and digitally enriched. It is considered not only a means of education, but also a key tool for international scientific cooperation, cultural exchange, and global experience. At the same time, educational tourism is becoming a strategic platform for countries to train competitive personnel, implement "soft power" policies, and expand their international influence.

In modern times, educational tourism has become one of the important sectors of the economy of developed countries, contributing significantly to global economic growth. In particular, the number of international students studying in US higher education institutions reached 1,126,690 in the 2023/2024 academic year, which is a historical record.<sup>6</sup>

These students contributed \$43.8 billion to the country's economy in 2023/2024, creating more than 378,000 new jobs.<sup>7</sup>

<sup>6</sup>U.S. Sets New Record with 1.1 Million International Students, Finds New Report // [https://www.boundless.com/blog/u-s-sets-new-record-with-1-1-million-international-students-finds-new-report/?utm\\_source](https://www.boundless.com/blog/u-s-sets-new-record-with-1-1-million-international-students-finds-new-report/?utm_source)

<sup>7</sup> International Students Contribute Record-breaking Level of Spending and 378,000 Jobs to the U.S. Economy // [https://www.nafsa.org/about/about-nafsa/international-students-contribute-record-breaking-level-spending-and-378000-jobs?utm\\_source](https://www.nafsa.org/about/about-nafsa/international-students-contribute-record-breaking-level-spending-and-378000-jobs?utm_source)



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The rise in the number of international students is also linked to the expansion of the global middle class. According to the Brookings Institution, the global middle class was 3.5 billion in 2020 and is projected to reach 5.3 billion by 2030.<sup>8</sup>

This means that more families will have the opportunity to send their children to study abroad. In conclusion, educational tourism is gaining increasing importance in today's globalized world as one of the important factors of international educational cooperation, scientific integration and economic development. This direction not only serves to strengthen interstate cultural ties, but also plays a crucial role in the exchange of knowledge and technology, increasing global competitiveness and ensuring economic stability.

Through educational tourism, millions of students and researchers travel to different regions of the world to study at foreign higher education institutions every year, which in turn creates foreign exchange earnings, service exports, and job creation for host countries. According to international statistics, educational tourism has become a major segment of the global economy, with the total amount spent by international students on education and living expenses in 2023 amounting to US\$196 billion. By 2030, this figure is projected to reach US\$433 billion.<sup>9</sup>

Also, leading countries - the USA, Canada, Australia, Great Britain, Germany, France and many others - consider educational tourism as one of the priorities of their economic strategies. Through international rankings, transnational educational platforms, accreditation systems, digital and distance learning opportunities, they are actively attracting a global student audience.

The development of educational tourism promotes cultural diversity, deepens international tolerance and diplomatic understanding, and serves to form a sense of global citizenship in the younger generation. Therefore, in the modern world, educational tourism is considered not only an economic resource, but also a long-term investment, that is, a means of developing human capital. In the future, the rise of educational tourism will be closely linked to current concepts such as digital technologies, artificial intelligence, sustainable development goals and environmental responsibility. Through academic cooperation between countries, exchange programs, joint degree programs and virtual learning models, the global knowledge space will become more integrated, more inclusive and open.

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